**Instructional Coaching Group**

**Jim Knight, President**

**The Instructional Coaching Group** (ICG) provides professional learning on instructional coaching for educational organizations. ICG professional learning consultants facilitate professional development sessions, consult on topics related to leading instructional change, and provide coaching for instructional coaches.

***Letter from Jim Knight ~***

Thank you for your interest!

I hope you don't mind if I lay out how we approach this.  We see four factors as being important for professional learning, and we see three ways we can support districts.  My hope is that if I lay out the factors and ways, then you can identify what is best for you.

**Factors**

**1. Components of Coaching**.  If coaches are going to be successful, they need to know how to be coaches.  That means they need to know how to enroll teachers, identify goals and teaching strategies, model, observe, provide feedback and ask questions and provide support.  If coaches aren't skilled at these components, there is a real danger that they will not use their time economically and a lot of potential for growth will be squandered.

**2.  Teaching Practices**.  Instructional Coaches, as we see them, are employed to help teachers learn high-leverage teaching practices that will increase student achievement.  We see these practices as being organized around four themes:  classroom management, planning, assessment, and instruction (including strategies such as questioning, cooperative learning and so forth).  If coaches don't know those practices, they are uncertain how they can help teachers, and teachers often don't utilize them.  Simply put, a coach has to help a teacher reach more students or help make a teacher's life easier, and if the coach doesn't do that, chances are teachers won't embrace coaching.

**3. Communication and Leadership**. Instructional coaches need to communicate clearly, need to take the initiative to lead change, and need to be able to negotiate complex interpersonal situations without feeling personally threatened.  Fortunately, there are simple strategies coaches can employ to communicate effectively (e.g. listening, questioning, building relationships) and lead (e.g. balancing ambition and humility, engaging others while remaining detached).

**4.  Systemic support**.  Instructional coaches often struggle when the system fails to support them.  In the best scenario, a school has a clear plan for instructional improvement that all teachers understand, agree with, and are committed to implementing.  Also, in the best scenario, the principal is an instructional leader who works in harmony with the coach, ensuring that professional learning effectively supports the school improvement and monitoring progress toward the plan by conducting frequent, focused observations.

**Professional Learning for the Factors**

I have designed and researched strategies for addressing each of the factors above.

First, the ideas described in my book *Instructional Coaching* and the practices we've identified with our subsequent research provide a clear and simple way for coaches to empower teachers to implement high-yield teaching strategies.

Secondly, over the past ten years, I have developed a battery of teaching routines that are simple and powerful ways to dramatically improve instruction.  I am writing about these strategies in my new book, but mini-manuals for the strategies already exist.  The book is schedule to come in November or December later this year.

Third, the teaching and leadership strategies coaches should employ are described in two books, *Instructional Coaching* and *Unmistakable Impact*.

Finally the systemic supports for professional learning are described in the book *Unmistakable Impact.* I have also created a comprehensive observation system, which I refer to as the 20-min Target Survey.My colleagues and I can help educators learn and implement all of these in the following ways:

**1.  Workshops**.  I have created workshops on all of these topics, and they can be delivered to coaches, teachers, or administrators.  Workshops are a great way to introduce ideas, but for high-quality implementation, they usually require support.

**2. Coaching**.  My colleagues and I can provide coaching for coaches and administrators. This is usually done through Skype or video interactive communication.  If coaches aren't coached, there is a danger they will not focus their attention on helping teachers implement new practices, and end up having too little impact on student achievement.  When principals are coached, it is usually about how to do observations, to use the impact process described in *Unmistakable Impact* to ensure all teachers understand, agree with, and are committed to implementing the school improvement plan, to maintain focus, and to monitor progress of the plans for improving instruction.

**3. Consulting**.  Often my colleagues and I go to schools to help with aspects of setting up the many strategies I'm describing. Most frequently, we go to schools to conduct observations and create reports of what we've seen as a point of departure for creating a school improvement plan (I've attached a sample report), we help with the impact school process to ensure understanding, agreement, and commitment, and we work with educators to help develop a focused but realistic school improvement plan.

Please feel free to write with any questions you might have.  **Our support is always tailored to each setting**, and you likely will not need support in all areas. For example, you might have an administrator who is already designated as a coach of the coaches, and you may have already decided on the teaching practices you want your coaches to implement. Similarly, you may have already identified a teacher observation system that is easy and effective, or your coaches may have already had extensive training in communication and leadership.

*My goal is to supplement the strategies you have in place so that there is a dramatic improvement in student achievement.*

Best,

Jim Knight

Jim Knight’s latest book

**Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction**

Has been named the

**2011 BOOK OF THE YEAR**

by his publisher, Corwin Press.

Read all about it here:

<http://www.news.ku.edu/2012/june/8/knightbook.shtml>

**Brief overview of training/professional development offered through ICG:**

* **Level 1 Coaching Institute –** This is a 2 or 3 day training workshop designed to use Jim Knight’s book, *Instructional Coaching: A Partnership Approach to Improving Instruction*. This can be done in 2 or 3 consecutive days, or one day at a time over a period of weeks or months – which ever best fits your schedule and needs. (See article below titled “IC Institute Description”)
* **Level 2 Coaching Institute --**  This is what we refer to as the Big Four Presentation. Whereas Level 1 is all about how to be an Instructional Coach, Level 2 provides the tools that the coaches share with the teachers. It includes one day on instruction, one day on formative assessment and content planning, and one day on Coaching Classroom Management. (See attached articles written by Jim Knight that give a summary as to what is included in this workshop.)
* **Creating an Impact School --** These sessions are based on Jim’s book, *Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction*. This continues to build on Jim’s first book and is being received with a great deal of excitement by those who have been previously trained, as well as with new groups. (See below: Creating An Impact School: Professional Learning that Makes a Difference.)
* **Workshop for Administrators/Principals --** After working with Instructional Coaches and school districts in over 40 states, Canada, UK and Australia, we recognize that it is imperative to the success of these coaches for the principals to be onboard with this concept. In this session, we cover issues such as how does a coach use their time, what their priorities should be, and what is the principal’s role. We feel this will greatly increase the success rate of the program in your schools.

***Instructional Coaching Institute Description***

**What content is included in the Instructional Coaching Institute?**

The Instructional Coaching Institute will provide a definition of what coaches do, distinguish between effective and ineffective coaching practices, and provide an overview of the current state of research on coaching. The institute addresses the following questions:

* What is instructional coaching and how does it differ from other forms of coaching?
* What can a coach do to foster internal commitment in others?
* What is the theoretical foundation for instructional coaching?
* What specific communication strategies can a person use to build healthy relationships with other professionals?
* What are the various activities instructional coaches do (enrolling teachers, pre-conferencing, observing classes, modeling in the classroom, and debriefing) and what are the effective ways in which they should be conducted?
* What does research say about when it is appropriate and inappropriate for coaches to model in the classroom?
* How can coaches build coherence and disseminate ideas across schools?
* Which leadership skills enable coaches to lead reform efforts in their schools?

Participants will:

* Learn numerous coaching skills that they can use right away in their professional practice
* Discuss each strategy, principle, tool, or idea with other coaches to gain multiple perspectives on the learning that is shared
* Practice selected communication skills with other participants
* Hear about best practices that are being implemented by coaches across the country
* Create specific implementation and communication plans to take back to their schools and districts

Participants should leave each session with practical materials that they will be able to use right away and everyone will have ample time to plan how to use the strategies, skills, tools, and other materials that they are most interested in using.

The Instructional Coaching Institute will appeal to district decision makers, instructional coaches, site-based professional developers, and others interested in learning more about instructional coaching.

The institute will address *how* to coach (methods that coaches can use to enable instructional improvements) not *what* to coach (instructional practices). This workshop is most appropriate for professional developers and other educational professionals who are interested in learning about how to accelerate professional learning in schools.

**Creating An Impact School: Professional Learning That Makes A Difference**

This workshop describes high-leverage activities educational leaders can employ to design professional learning that has an unmistakable impact on teaching. The content of the institute draws from ideas described in Jim Knight’s *Unmistakable Impact* and is based on more than a 18-years of research on professional learning conducted at the Kansas Coaching Project at the University of Kansas Center for Research on Learning.

This session will describe how schools and districts can focus their professional learning on easy-to-understand professional learning targets; how workshops, professional learning communities and other forms of professional learning can support implementation of school improvement targets; and what principals, coaches, and central office staff need to do to accelerate professional learning, and what teaching practices have the greatest impact in the classroom. The institute will address the following questions:

* Which teaching practices have the greatest impact on teaching excellence and student achievement?
* What are the complexities of helping relationships?
* What is the partnership approach and why is it an essential foundation for professional learning?
* What is an instructional target important?
* What are the step-by-step procedures leaders can follow to create school improvement targets?
* How can leaders best get school-wide commitment to implementing the target?
* How can principals best lead and support implementation of the school improvement target?
* How should workshops, intensive learning teams and other forms of professional learning be designed to ensure impact on student learning and teacher practice?
* How can instructional coaches be best utilized to support professional learning?
* How should central office and school leaders work together successfully to support professional learning that makes an impact?

**Cost for services:**

**Fee for Jim Knight**: (See bio below)

Onsite:

One day -- $6200 (Canada - $6500); each additional day - $5300.

***This fee includes all travel expenses.***

Skype: $1250 for a ½ day - $2500 for a full day

**Fee for Consultants**: (See bio’s below)

Jim has trained several associates to do what he does, as he is unable to fulfill all the requests that we receive. The cost for a consultant is:

$2500 per day plus all expenses

**Materials:**

For each session, Jim has certain books and materials that he recommends be purchased for the participants. The cost for any materials that are purchased by you for your participants is in addition to the above facilitation fees and expenses.

See list of materials on page 9.

PLEASE DIRECT YOUR QUESTIONS AND INQUIRIES TO:

Ruth Ryschon

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308-496-4724

308-219-0218 (cell)

48537 – 805th Rd.

North Loup, NE 68859

Ruth takes care of all the administrative work for ICG, such as scheduling, contracts, invoicing, ordering books, responding to all email inquiries, etc.

**Cost for Participant Materials**

*LEVEL 1 INSTITUTE:*

**Instructional Coaching: A Partnership Approach to Improving Instruction**

by Jim Knight at $41.95 \*\*

**What Coaches Do**  Learning Kit ($15 each) (See explanation below.)

*LEVEL 2 INSTITUTE:*

**High Impact Instruction: A Framework for Great Teaching**

By Jim Knight at $39.95 \*\* (Due out in Dec. 2012 -- See below.)

*CREATING AN IMPACT SCHOOL TRAINING:*

**Unmistakable Impact: A Partnership Approach for Dramatically Improving**

**Instruction** by Jim Knight at $40.95 \*\*

**Create an Impact School** Learning Kit ($15 each) (See explanation below.)

\*\* Prices subject to change by publisher.

**Learning Kits** at $15 each

The Learning Kits are great tools for your participants. They were written/created by Jim Knight and include a spiral notebook that follows the session contents and is a great place to take notes; it also includes worksheets and other tools for the participant to take back with them and utilize in their work as coaches.

Right now we have only two kits available, but more will be added in the future.

**What Coaches Do** Learning Kit

**Create an Impact School** Learning Kit

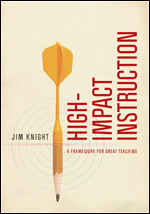
Learning kits are available only through ICG.

***Shipping:***

Shipping is figured at 5% of the cost of the books/kits, unless expedited shipping is required. (International shipping will cost more due to customs duties and taxes.)

Above books can be ordered through the Instructional Coaching Group. A 10% discount will be given by ICG on a per order basis for 50 or more books of same title.

(Learning Kits are not included in this discount.) To order materials, please contact Ruth at [instructionalcoach@mac.com](mailto:instructionalcoach@mac.com).



**COMING THIS DECEMBER!!**

***High-Impact Instruction***

**By**

**Jim Knight**

**High-Impact Instruction - *A Framework for Great Teaching***

***Do you know which practices make an impact on instruction?***

*High-Impact Instruction* answers the need for research-validated, high-leverage instructional practices that have a significant impact on the way teachers teach and students learn. Jim Knight provides a simple but powerful framework and set of tools for improving "the Big Four" elements of quality teaching: community building, content planning, instruction, and assessment for learning. This book is designed to:

* Empower and support teachers in their pursuit of excellent teaching
* Provide a framework for leading school improvement efforts
* Offer a clear professional learning roadmap to ensure all teachers are using proven best practices

 **Jim Knight**

**Jim Knight** is a research associate at the University of Kansas Center for Research on Learning and the **president of the Instructional Coaching Group**. He has spent more than a decade studying instructional coaching and has written several books on the topic including *Instructional Coaching: A Partnership Approach to Improving Instruction* published by Corwin Press & NSDC (2007). Knight co-authored *Coaching Classroom Management*. He also edited *Coaching: Approaches and Perspectives*, and his newest book is *Unmistakable Impact: A Partnership Approach to Dramatically Improving Instruction* also co-published by Corwin Press & NSDC.

Jim has authored articles on instructional coaching and school improvement in publications such as “The Journal of Staff Development,” “Principal Leadership,” “The School Administrator,” “Kappan,” and “Teachers Teaching Teachers.”

Several research projects directed by Knight include an I.E.S.-funded qualitative and quantitative assessment of coaching, and Pathways to Success, a comprehensive, district-wide school reform project for the Topeka Kansas School District. Knight also leads the coaching institutes and the Annual Instructional Coaching Conference offered by the University of Kansas.

Frequently asked to guide professional learning for instructional coaches, Knight has presented and consulted in most states, most Canadian provinces, India, the United Kingdom, and Japan. He has a Ph.D. in Education and has won several university teaching, innovation, and service awards. Jim also writes the popular Radical Learners blog. You can contact Jim at [jimknight@me.com](mailto:jimknight@me.com).

 **Ann Hoffman**

**Ann Hoffman**, M.Ed. is a Professional Development Leader for the University of

Kansas, Center for Research on Learning with more than 30 years of experience.

As one of the first Professional Developers for the Center, she has worked with

thousands of teachers and administrators both in the U.S. and internationally. This professional development has focused on Instructional Coaching as well as CRL’s Learning Strategies® and Content Enhancement Routines®. Most recently she has served as a project leader on several federal research projects focusing on secondary literacy. She is a recipient of the Gordon R. Alley Partnership Award from the University of Kansas, Center for Research on Learning and has also published numerous articles.

Ann has served on multiple community boards. She is the former board chair of the Greater Cedar Rapids Community Foundation and is a founding advisory board member of the Belin-Blank Center for Gifted and Talented Education at the

University of Iowa. She has worked with many organizations in the community in

developing their strategic plans and is a past member of New Designs, a local

consulting company specializing in helping businesses to develop high-performance work teams.

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**Conn Thomas**

**Constantine (Conn) P. Thomas**, Ph.D., Geneva Schaeffer Professor of Education and Social Sciences

Dr. Thomas is a Professor of Education at West Texas A&M University. He has co-authored three books and has published a number of scholarly works. He has conducted professional development in conjunction with the Center for Research on Learning for twenty-eight years. During this time, he has worked with hundreds of teachers and administrators, both in the United States and internationally. He has served as project leader on several federal research programs focusing on secondary literacy. He was the recipient of the prestigious Gordon R. Alley Partnership Award from the University of Kansas, Center for Research on Learning. Dr. Thomas is the Director of The WTAMU Community Partnership for Learning Disabilities, and he is currently conducting research in the areas of instructional coaching, content enhancement routines and learning strategies.

[No picture available for Tricia at this time.]

**Tricia McKale Skyles**

Tricia McKale Skyles is an educational consultant with Safe and Civil Schools out of Eugene, Oregon. She is a co-author of Coaching Classroom Management. She leads sessions on coaching classroom management and other Safe and Civil Schools curricula. Tricia worked as an Instructional Coach with the Pathways to Success Project in Topeka, Kansas, and has worked extensively with the Strategic Instruction Model from the University of Kansas Center for Research on Learning. Tricia continues to work as a consultant for Dr. Jim Knight’s Instructional Coaching Group, providing training for instructional coaches across the United States. A middle school teacher at heart, she now resides in Rolla, MO, with her family, when she isn’t flying around the country in an aluminum tube.